

Chapter 1 Newsletter

STATE DOCUMENTS COLLECTION

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Final Chapter 1 Regulations Published

The Department of Education has published final regulations for the ESEA Chapter 1 program. The regulations appeared in the Friday, May 19, 1989 Federal Register. A copy of the Federal Register has been forwarded to each school district for use in the administration of the Chapter 1 program.

The regulations were mandated by the reauthorization of the Elementary and Secondary Education Act in the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988. Public Law 100-297 will be known as ESEA Chapter 1 for the next five years. This means that Chapter 1 will be providing programs for educationally disadvantaged children at least through September 30, 1993. The intent of the program has stayed the same—to provide supplemental educational services to educationally disadvantaged youth of our country. The three areas of reading, math and language arts are the focus of the program.

Chapter 1 will provide educational services this year to about 5 million needy children in about 14,000 school districts. Congress has appropriated funds in the amount of \$4.026 billion for this purpose.

The new regulations include the following:

- Identify unsuccessful projects and make modifications, if necessary, to improve them;
- Evaluate and review the achievement in advanced skills as well as basic skills;
- Coordinate Chapter 1 programs with the regular school program;
- Target Chapter 1 funds to the school buildings with the highest poverty levels;
- Funds directed to educational services must be allocated to buildings and grade levels based upon an annual needs assessment;
- Strengthen parental involvement through participation in the activities of the Chapter 1 program;
- School districts can reserve up to 5 percent of their funds for innovative programs within the restrictions designed by the Department of Education;
- Allows schoolwide projects without local contributions;
- Use Chapter 1 funds for authorized parental involvement activities; and
- Use Chapter 1 funds to reimburse capital expenses incurred by providing services to private school children.

MONTANA STATE LIBRARY
1515 E. 6th AVE.
HELENA, MONTANA 59620

The final regulations were generated after five regional meetings where the Department of Education took comments from the public as well as school district staff. In addition, the department collected comments from all interested people in writing before final regulations were issued.

Committee of Practitioners Meets

The newly formed Montana Chapter 1 Committee of Practitioners, comprised of 13 Chapter 1 educators, met to help develop, review and make recommendations concerning Montana's program improvement plan. The first meeting was held in Helena on July 25, 1989.

Under current Chapter 1 regulations, a state that issues major rules or regulations relating to Chapter 1 shall convene a state committee of practitioners to review, before publishing, any major final rule or regulation.

Volunteering to serve on the committee were 60 educators, including superintendents, principals, teachers, school board members and parents. Superintendent of Public Instruction Nancy Keenan made the following appointments:

Administrators

Robert Lemelin, Dillon Elementary
Dewey Swank, Great Falls
Betty Campbell, Hays-Lodge Pole
Sara Young, Lame Deer

Teachers

Nancy Joscelyn, Opheim
Ramona Lehenbauer, Billings
Patricia Pitsch, Hardin
Mary Jo Hamling, Lewistown

Parents

Susan Bartels, East Helena
Annie Fromdahl, Wolf Point

Private Schools

Sister Peggy Murphy, Kalispell

School Trustees

Henry Stoecker, Canyon Creek (Billings)
Marian Holden, Columbia Falls

The Office of Public Instruction Chapter 1 staff would like to thank everyone who volunteered to serve on the committee.

PLEASE RETURN

How Does An LEA Involve Parents?

Throughout the development of the 1988 Chapter 1 legislative amendments and subsequent rule-making, parent groups were very active in pressing for increased parental involvement in local Chapter 1 programs. The new regulations specify that Local Education Agencies' (LEAs') consultation with parents be "organized, systematic, ongoing, informed and timely." The activities and procedures for involvement of parents must be of sufficient size, scope and quality to give reasonable promise of substantial progress toward achieving the following goals:

1. To inform parents of participating children of the
 - a. Reason their children are participating in the program; and
 - b. Specific instructional objectives and methods of the program.
2. To support the efforts of parents, including training parents to the maximum extent practicable, to
 - a. Work with their children in the home to obtain the instructional objectives of the program; and
 - b. Understand the program requirements.
3. To train parents, teachers and principals to build a partnership between home and school.
4. To train teachers, principals and other staff members involved in the Chapter 1 LEA program to work effectively with the parents of participating children.
5. To consult with parents, on an ongoing basis, concerning the manner in which the school and parents can work better together to achieve the program's objectives.
6. To provide a comprehensive range of opportunities for parents to become informed, in a timely way, about how the program will be designed, operated and evaluated, allowing opportunities for parental participation, so that parents and educators can work together to achieve the program's objectives.
7. To ensure opportunities, to the extent practicable, for the full participation of parents who lack literacy skills or whose native language is not English.

In addition to these objectives and goals, an LEA must implement the following activities:

1. Develop written policies, after consultation with and review by parents, to ensure that parents are involved in the planning, design and implementation of the Chapter 1 LEA program and make these policies available to parents of participating children.
2. Convene an annual meeting, to which all parents of participating children must be invited, to explain the program and activities provided with Chapter 1 funds.
3. Provide parents of participating children with reports on their children's progress and, to the extent practical, conduct a parent-teacher conference with the parents of each participating child to discuss the child's progress, placement and methods the parents can use to complement the child's instruction.

Chapter 1 personnel should be readily accessible to parents and parents shall be permitted to observe Chapter 1 LEA program activities.

4. Provide opportunities for regular meetings of parents to formulate parental input into the program if parents of participating children so desire.
5. Provide parents of participating children with timely information about the program.
6. Make parents aware of parental involvement requirements and other relevant provisions of the program.
7. Provide reasonable support for parental involvement activities as parent may request.
8. Coordinate, to the extent possible, parental involvement activities with the extent programs funded under the Adult Education Act.
9. To the extent practicable, provide information, programs and activities for parents of participating child in a language and form that the parents understand.
10. Annually assess, through consultation with parents, the effectiveness of the parental involvement program and determine what action needs to be taken, if any, to increase parental participation.

Parents and Reading

Although parents are increasingly regarded as partners in the process of teaching children to read, little is known about their knowledge or beliefs about reading. The researchers cited below investigated these beliefs via an extensive survey questionnaire distributed to parents of second- and fifth-grade students in both urban and rural areas. The results had many implications for teachers and parents. Among them are the following:

*Teachers need to inform parents of strategies other than "sounding out," such as encouraging follow-up discussion on word identification in order to stress the meaning aspects, and exploring prediction and questioning as strategies.

*Parents need to know that miscues are a part of reading so as to encourage self-corrections on the part of the child.

*Most parents stop reading to children once they learn to read; reading to readers, however, should be fostered.

*There appeared to be a sharp distinction between fathers and mothers regarding their own personal enjoyment of reading. Schools need to make efforts to involve fathers in home-school links so that both boys and girls can view a positive male reading model in the home.

*Both schools and parents have a role in reading instruction. The school provides basic skills and strategies; the parents should motivate their children and provide a literate environment. Reading needs to be modeled for functional as well as aesthetic purposes so that children can learn the value of reading in the everyday pursuits of living.

Wendelin, K. and Danielson, K. Improving home-school links in reading by communicating with parents. *The Clearinghouse*, February 1988, pages 265-268.

ESEA Chapter 1 Fall Conference

*Colonial Inn
Helena, Montana
October 4-6, 1989*

TENTATIVE AGENDA

Since the Chapter 1 conference is in October, we are encouraging preregistration before September 21, 1989 or you may register at the Colonial Inn. Conference registration fee for each person will be \$10. Seating capacity for sessions is limited; therefore, attendance will be on a first-come, first-served basis.

Wednesday, October 4, 1989

8:00 a.m.-11:00 a.m. Registration—Colonial Inn Lobby

Noon Publishers' Exhibits Open

1:00 p.m.-5:00 p.m. *Sessions*

Chapter 1 Administration
Panel of District Administrators

Chapter 1: What's It All About

Nancy Coopersmith, John Ericksen, Pat Pickett, OPI

(Session restricted to those with no more than two years' experience in Chapter 1)

NDN Presentation: HOTS (Higher Order Thinking Skills)

(Preregistration and ticket required)

Dr. Stanley Pogrow

NDN Presentation: DMM (Decision Making Math)

(Preregistration and ticket required)

Kris Scheff

Federal Programs Accounting

Vi Kelley, OPI

Promoting and Assessing Parent Involvement

Diane D'Angelo, RMC Technical Assistance Center, New Hampshire

Patricia Wheeler, RMC Technical Assistance Center, California

7:00 p.m.-9:00 p.m.

First Eamon Adventure Guild Meeting

Starshine and Karen Cordell

(Computer disks must be purchased prior to session)

Thursday, October 5, 1989

8:00 a.m.-Noon **Using Appleworks for Designing an IEP: Data Management Using Appleworks**

(Preregistration and ticket required)

Bob Shipek and Judy Mills

8:00 a.m.-8:30 a.m. Registration

9:00 a.m.-9:45 a.m. General Session

Keynote Address

Nancy Keenan, State Superintendent

Montana Office of Public Instruction

10:00 a.m.-4:30 p.m.	Reading Symposium: Making the Diagnostic-Prescriptive Circle Go Around (Preregistration and ticket required) <i>Lynette Mohler, Ed.D.</i>
9:45 a.m.-10:45 a.m.	Continental Breakfast Publishers' Exhibits
10:45 a.m.-Noon	<i>Sessions</i>
K-6	At-Risk Students—What Can We Do To Help? <i>Joycelyn Beggs</i>
K-1	Emergent Literacy for At-Risk Students <i>Arlene Hett</i>
7-12	What Do You Mean This Isn't A Study Hall: Or Changing the Attitudes of Junior and Senior High Students Toward Chapter 1 <i>Kathy Wilkinson</i>
7-12	Reading With <i>Read Magazine</i>. "From Sloppy Similes to Terse Verse," Teaching Poetry To Adolescents <i>Rita Blouke and Gretchen Edelen</i>
4-9 +	The New TI Math Explorer Calculator—Teach, Discover, Motivate, Calculate <i>Linda Kay Johnson</i>
K-12	Montana Education Program Improvement Center (MEPIC) <i>Angela Branz-Spall and Ron Lukenbill</i>
Noon-1:30 p.m.	Lunch (on your own)
1:00 p.m.-5:00 p.m.	<i>Session</i>
K-12	Using Appleworks for Designing an IEP: Data Management Using Appleworks (Preregistration and ticket required.) <i>Bob Shipek and Judy Mills</i>
1:30 p.m.-2:45 p.m.	<i>Sessions</i>
K-4	Destination Reading: The Route from IEPs to Artiodactyla <i>Sherrill Dolezilek</i>
5-8	Mental Math—Estimation Math <i>Jan Pelton</i>
9-12	Enhancing Content Area Learning Through a Study Skills Replacement Class <i>Sandra Wrightson</i>
K-12	PAIDEIA in the Chapter 1 Program <i>Diane Taylor and 12 high school students</i>
K-6	Parents As Partners <i>Jeanette Walter</i>
3:00 p.m.-4:15 p.m.	<i>Sessions</i>
K-6	Getting Started in Family Math <i>Jan Nesbit and Sandy Cameron</i>
K-12	Montana Education Program Improvement Center (MEPIC) <i>Angela Branz-Spall and Ron Lukenbill</i>
K	Chapter 1 Language Kindergarten <i>Debbie Leeds</i>

- 7-12 **Problem Solving in a Chapter 1 Math Class**
Jacquie McDonald
- K-12 **Using RAFTS and Other Flotation Devices to Keep Chapter 1 Students Afloat in Class**
Robin Lange
- K-12 **Miscue Analysis and Think Aloud: Methods for Determining Specific Print Processing and Comprehension Problems**
Rosemary Battleson
- 4:15 p.m.-6:15 p.m. Reception in the Publishers' Exhibit Area and Natatorium
Join your colleagues for refreshments!
- 7:00 p.m.-9:00 p.m. *Evening Sessions*
- K-12 **Teaching Reading in China**
Shirley Harryman
- K-12 **Public Domain Software Copying Session**
Starshine
Apple IIe computers will be used. Bring ten blank disks or purchase them at the registration desk.

Friday, October 6, 1989

- 8:00 a.m.-9:00 a.m. Coffee Hour
- 9:00 a.m.-10:15 a.m. *Sessions*
- K-12 **Meet the OPI Chapter 1 Staff (Questions and Answers)**
Nancy Coopersmith, John Ericksen and Pat Pickett
- 9-12 **Word Prescription or How to Doctor Poetry: A Revision Process for Effective Word Selection**
Myra Annalora
- 1-8 **An Exemplary Chapter 1 Program That Utilizes Volunteer Tutors to Increase Parent Involvement and Community Support**
Evelyn Jennings and Ramona Lehenbauer
- 4-12 **Using Cross-Age Activities to Help Build Self-Esteem in Chapter 1 Students**
Vicky Goldsby
- 3-8 **Paraphrasing: The Key to Reading Comprehension for Chapter 1 Students**
Jennine Budge
- K-2 **Using a Calculator in Primary Grades to Develop Higher Order Thinking Skills in Mathematics**
Earlene Hemmer and Terri Goyins
- K-12 **Montana Education Program Improvement Center (MEPIC)**
Angela Branz-Spall and Ron Lukenbill
- 10:30 a.m.-11:45 a.m. *Sessions*
- K-6 **Parent Involvement Activities and Ideas from an Exemplary Chapter 1 Project**
Susan Beckstrom
- 4-6 **Problem Solving Experiences**
Mary Ellen Anderson and Carol Gibson

- 4-6 **Using Novels for Individualized Instruction**
 Dena Gursky
- 7-12 **Priscilla and the Wimps—A Post-Reading Discussion Strategy**
 Jo Daniels
- K-2 **Using a Calculator in Primary Grades to Develop Higher Order Thinking Skills**
 Earlene Hemmer and Terri Goyins

General Registration

Please return to the Office of Public Instruction by September 21, 1989.

We plan to attend the Office of Public Instruction Chapter 1 Fall Conference. Lodging, travel and financial arrangements are the responsibility of each Chapter 1 project.

School District Name: _____

School District Number: _____

Names of Chapter 1 Staff Attending: (please print)

Conference Preregistration Fee: (\$10.00 per participant)

TOTAL _____

Migrant Program Given Recognition

Recognition of recent awards received by the Glendive Summer Migrant Program was given in a luncheon and short program held at Jefferson School Tuesday.

Presenting congratulations from State Superintendent of Education Nancy Keenan, Angela Branz-Spall, a migrant specialist with the Office of Public Instruction, commended the staff for the high quality program in Glendive, saying on her first visit here six years ago she realized Glendive had a special program.

She gave special recognition to teachers in the program for treating their students with dignity and challenging them to think with well-planned and thorough lessons, adding that the program was not just a maintenance or a day care situation, but a well-structured educational experience showing a tremendous respect for the children involved.

She recounted a visit last summer when teachers met with her after a full day of teaching in over 100 degree weather. They listened for an hour or two, she said, while she explained the application process for an award offered by the U.S. Office of Education. She believed they could win it, she said, and saw that belief justified when the Glendive program was named an exemplary Chapter 1 program by the Secretary of Education this spring.

Recognition was also given for an unsought award, the selection of Glendive to be part of a nationwide study to identify projects and services that are most effective in serving migrant children.

Dr. JoAnne Willette of a government consultant firm, Development Associates from Reston, Virginia, is visiting the school this week to collect information which will be included in a handbook of case studies of migrant education practices. The Glendive program is one of 18 selected from 153 programs nominated for the study.

Willette will be in Glendive, talking to teachers and others involved with the migrant program, until Friday. She said the study included programs of various sizes and management styles mentioning that she had just come from a visit to a \$9 million program in Visalia, California, and would travel from Glendive to visit a migrant program in Dodge City, Kansas.

Two master teachers, Emma Doty and Donna Nessel, were also given special commendation by Director John Trangmoe and Branz-Spall. They had been selected two years ago, Trangmoe said, and are the only team of teachers who have received the award. Branz-Spall commented that their selection is representative of the spirit of the Glendive program, saying she has been impressed with the way the staff here functions as a team.

Recognition was also given to Ted Langemo, director of the program from 1971 to 1980, and to the school board and administration for their continued support of the program.

*Reprinted from the
Glendive Ranger-Review,
June 19, 1989
Written by Cindy Mullet*

Chapter 1 Fall Conference

The ESEA Chapter 1 Fall Conference will be held October 4-5, 1989, at the Helena Colonial Inn. Sessions will be presented by persons from school district Chapter 1 programs, National Diffusion Network projects, the Office of Public Instruction, Carroll College, publishing companies and the Chapter 1 Technical Assistance Center (RMC). Representatives of educational publishing companies will exhibit materials.

The first day of the conference will be devoted to staff new to Chapter 1, accounting procedures for Chapter 1, RMC (Montana's Chapter 1 Technical Assistance Center) session and a panel of school district administrators. Vi Kelley, Chapter 1 Accountant with the Office of Public Instruction, will present a Chapter 1 accounting session. All district personnel with fewer than two years of Chapter 1 accounting experience are encouraged to attend this session, 1:00-4:30 p.m., on October 4, 1989.

The general session will begin at 9:00 a.m., Thursday. Nancy Keenan, Superintendent of Public Instruction, will present the keynote address.

The Colonial Inn (\$44.00), Coach House East (\$24.96), Super 8 (\$30.88), Shilo (\$37.00 includes a continental breakfast) and Jorgenson's (\$30.95) have blocked rooms on a first-come, first-served basis. You must tell the hotel staff that you are attending the Chapter 1 Conference in order to receive these rates.

The fee for the conference will be \$10.00 per person and can be included in the Chapter 1 inservice budget for your district. Since the Chapter 1 Conference is in October and attendance is expected to climb near 700, registration by mail is encouraged. The Office of Public Instruction Chapter 1 staff will be accepting preregistration until September 21, 1989. Lodging and conference costs may be paid from your 1989-90 Chapter 1 project.

What Works

Our Chapter 1 staff is always working toward the development of self-esteem in the Chapter 1 students. We feel we have a unique approach to developing self-worth and self-expression. The Hungry Horse Chapter 1 program is a voluntary extension of the regular Chapter 1 program. It is simply called *Conversation Club* and its main objective is to teach the art of preparing a talk and delivering it in front of one's friends. Six Chapter 1 students belong to the club. Rules are simple: present yourself in a neat, polite manner and have a subject that is of interest to all. So far, there have been experts in sports, cooking, storytelling, poetry, sign language and listening. Meetings are once a month. Each student speaks for approximately 10 minutes and then answers questions. Treats are provided by the cooking "experts" or volunteers. The social benefits of the Conversation Club have shown up in many ways and the boost in self-esteem and self-worth has been fantastic.

*Annette Canavan
Hungry Horse Elementary School
Columbia Falls District 6
Hungry Horse, Montana*

What Works?

To encourage sentence and paragraph composition at the elementary levels, I found a project especially popular with boys, although girls enjoy it also. When the excitement of fall hunting seemed to occupy their thoughts, I traced several different deer head outlines from a Walter Foster **How to Draw** book (available in craft or variety stores for around \$3.00).

An outline was placed at the top of the paper with several lines underneath for writing about that member of the deer family. Students at upper-grade levels use various reference books to find information, while I help lower-grade students find and read selections at their own levels. Writing can first be done on the chalkboard for primary students.

Pages were done for whitetail, mule deer, elk, caribou and moose. First graders were encouraged to compose at least three sentences, second graders four, and older students a minimum of five sentences. Some write more than this. Silhouette covers were made and entitled: My Deer Book, By (student's name).

The students were eager to take these home. They discovered many interesting facts about deer while re-searching for this project.

At other times of the year, we have made books about big cats, horses, dogs and eagles. Coloring books about species of eagles are usually available at National Park visitor centers. Your local library might also help with materials for these projects.

*Gerladine Hall
Chapter 1 Teacher
Mountain Brook School
Kalispell, Montana*

What Works For You

"What Works," the title of a recent publication from the United States Department of Education, has sparked a lot of interest among teachers about what really works in the classroom. We would like to find out what works for you in your Chapter 1 classroom.

If you have found a practice or procedure that works especially well in your Chapter 1 program, please share your success with us and we will, as space permits, pass it on to others in our Chapter 1 Newsletter.

Name _____

School _____ Grade _____

Address _____

"What Works" _____

Send your ideas to Chapter 1, Office of Public Instruction, State Capitol, Helena, MT 59620.

Kessler School Chapter 1 Math Lab Hosts Family Math Night

The weather outside was oh so frightful! But, inside Kessler's gym, the climate was delightfully vibrant with activity. About 100 parents, teachers and students gathered for a potluck dinner and an evening of math games on a Tuesday in late February. Computers loaded with math software and tables laden with Diagnostic Prescriptive Arithmetic games provided a setting for some great parent-child interaction. The opportunity to actually participate in many of the math games used in the Chapter 1 Math Lab was much enjoyed.

Participation was not limited to Chapter 1 families, but included the entire school. Both parents and students were positive and enthusiastic in their response. In the course of an evening of sharing good food and good times, everyone gained a greater understanding of the role of Kessler's Chapter 1 Math Lab.

*Susan Beckstrom
Chapter 1 Teacher
Kessler Elementary School
Helena, Montana*

MSRC Reading Conference

The Montana State Reading Council Conference, *A Centennial Celebration: 100 Years of Reading and Writing*, will be at the Holiday Inn and GranTree Inn in Bozeman, October 19 and 20, 1989. The conference promises to be exciting for everyone interested in reading and books. Keynote speakers include Dr. Bernice Cullinan, past president of the International Reading Association; Patricia MacLachlan, Newberry Award winning author; Donna Ogle, professor at National College of Education; and Joe Wayman, author of numerous reading publications. Prepaid conference registration, postmarked by October 7, 1989, is \$30.00. This fee includes annual Montana State Reading Council membership. For additional information, call Nancy Coopersmith at 444-4420.

Jay McCallum, 444-3695: Chapter 1 Director

Angela Branz-Spall, 444-2423: Chapter 1 Migrant Program Specialist

Nancy Coopersmith, 444-4420: Chapter 1 Program Specialist

John Ericksen, 444-5443: Chapter 1 Program Specialist

Patricia Pickett, 444-3083: Chapter 1 Program Specialist

Pat Wade, 444-2509: Chapter 1 Migrant Administrative Assistant

Gwen Smith, 444-5660: Chapter 1 Administrative Assistant